

Hopwood Hall College

Nursery



Hopwood Hall College, St. Marys Gate, ROCHDALE, Lancashire OL12 6RY

Inspection date	25 June 2019
Previous inspection date	2 August 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The leadership team and staff have worked hard to address prior areas of weakness. They have reviewed internal processes and offered additional training for staff. They continue to evaluate their provision and have identified areas that they would like to develop. For example, they have identified they would like to provide further opportunities to learn about the natural world through using natural resources.
- Children build strong attachments with staff and are settled and happy in their care. Staff are positive role models and understand children's individual care and learning needs. Staff are deployed well throughout all rooms and skilfully guide and extend children's learning as they play.
- Staff teach children well and plan imaginative experiences which prompt children to be active and motivated learners. For example, children enjoy acting out making a cup of tea using real teapots and cups. They interact with their peers, enjoy the sensory experience of smelling scented tea bags and explore capacity.
- Children with special educational needs and/or disabilities are supported well by passionate staff who have high expectations of all children. Staff work closely with other professionals from the health and education sector to identify and support children's individual needs. Children make good progress in their development.
- Partnerships with parents are strong and meaningful information is regularly shared, which provides a consistency of care for children. Parents are involved in processes of assessment and extend children's learning at home. Parents are complimentary about staff. They note that 'children settle well' and 'staff are great'.
- Staff do not always fully support children through changes in daily routine. This results in some children being a little unsettled.
- Occasionally during adult-led activities, staff do not always consider the needs of children who are at different stages of learning.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- support children more effectively so they are more aware of different routines throughout the day
- review adult-led activities to ensure they meet the learning needs of all children.

Inspection activities

- The inspector observed the quality of teaching during indoor and outdoor activities and assessed the impact this has on children's learning.
- The inspector spoke with children, staff, parents and the senior management team during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and deputy manager. She looked at documentation, such as children's development records, a sample of policies and procedures, processes of assessment and staff training records.
- The inspector spoke to a number of parents during the inspection and looked at written comments to take account of their views.

Inspector
Elisia Lee

Inspection findings

Effectiveness of leadership and management is good

Managers work hard to evaluate their provision. They have recently offered further training opportunities for staff, updated documentation and reviewed their processes. Safeguarding is effective. Staff are vigilant as they care for children and understand the authorities they must contact if they are concerned about a child's welfare. The management team supports staff's professional development well. Staff attend regular staff meetings, share good practice with other practitioners from other nurseries and attend supervision meetings. Training is targeted to improve outcomes for children. For example, staff have recently attended training on developing the outdoor learning environment. Partnerships with other professionals are purposeful. Staff work closely with the local authority and invite teachers into nursery to discuss children's needs as they prepare to leave for school.

Quality of teaching, learning and assessment is good

Staff have a strong knowledge of children's development stage and follow children's interests. They think carefully about the resources they use to promote children's imagination and extend their learning. For example, pre-school children learn about decay and growth. Children weave real flowers through a fence panel and observe them as they decay. This has led to children planting flower containers for the outdoor area and growing sunflowers from seeds. Babies enjoy messy play. For example, they paint using their whole body, which provides a sensory experience. Staff weave different areas of learning through play. For example, toddlers enjoy playing with dinosaurs and explore positional language as they place the dinosaur 'under' or 'over' a cave. Staff complete regular assessment of children's progress. This is monitored by leaders to identify any gaps in children's learning.

Personal development, behaviour and welfare are good

Staff are very welcoming and support children's welfare throughout the day. For example, they reassure children if they become a little unsettled. Staff work closely with parents to provide a consistency of care. For example, they work together as children develop their self-care skills. Staff are good role models and promote positive behaviour. As a result, children use good manners and share resources with others. Children begin to understand personal safety as they carefully use knives to cut up fruit at snack time. Children learn about the wider world. For example, they explore important days from different cultures and take part in special events, such as world book day. Children learn about healthy lifestyles through playing outside and eating healthy foods which support their dietary requirements.

Outcomes for children are good

Children are eager learners and enter the nursery ready to play and learn. They choose their own resources and initiate their own play. For example, they dress up in superhero costumes and decide amongst themselves who is going to be a 'goody' or a 'baddy'. Children develop good levels of language and express their needs well. Children are supported with the skills they will need for future learning.

Setting details

Unique reference number	316317
Local authority	Rochdale
Inspection number	10068191
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 8
Total number of places	85
Number of children on roll	30
Name of registered person	Creche-N-Co Ltd
Registered person unique reference number	RP905979
Date of previous inspection	2 August 2018
Telephone number	01706 345 346 ext 2247

Hopwood Hall College Nursery registered in 1991. The nursery opens from Monday to Friday, for 51 weeks of the year. Sessions are from 8am until 6pm. The nursery employs 10 members of childcare staff, all of whom hold appropriate early years qualifications at level 2 to 6. The nursery provides funded early education for two-, three- and four-year-old children.

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